Polk County Public Schools

Kathleen Middle School

2016-17 Schoolwide Improvement Plan

Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

http://schools.polk-fl.net/kathleenmiddle

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	D	D

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Kathleen Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Kathleen Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences that result in high achievement for our students.

b. Provide the school's vision statement.

At Kathleen Middle School, we strive to provide a secure learning environment for all students to prepare them for the competitive world in which we live. Each student will be empowered to lead and influence the ever-changing diverse, global economy as a creative and critical thinker.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Students will be assigned to teams to build communities of learners. These communities will provide mentoring, academic supports and incentives for all students to achieve.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

-Policies and procedures are in place to create a safe and orderly environment as students arrive, during the school day and after school hours.
-Students are taught the policies and procedures
-Students participate in an anti-bullying curriculum
CHAMPS is utilized school wide

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

-The school has established clear behavior expectations and communicated them to the teachers, students and parents.
-Measures are taken to ensure minimal interruptions, for example only buzzing classrooms if it is essential, no overhead announcements during instruction, students are expected to remain in class unless there is an emergency.
CHAMPS will be implemented schoolwide.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Kathleen Middle School iwill be increasing their mentoring services for students.
Implementation of PBS
Implementation of intramural sports programs
Guidance counselors provide services as needed for students
EWS Director will coordinate services for at risk students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	43	61	67	0	0	0	0	171
One or more suspensions	0	0	0	0	0	0	34	71	71	0	0	0	0	176
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	27	59	60	0	0	0	0	146

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	38	64	53	0	0	0	0	155

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

-Participation in the SPDG SIMS Grant which continues with training 6th and 7th grade teachers in academic interventions, and later will include more staff.
-Interventionist working with targeted students identified as a level 1 on the FSA in Reading and Math
-Students identified with the early warning indicators are offered Extended Learning Opportunities (all students are allowed to attend, but students in academic need are given priority and their parents are notified)
-Students are placed in intensive courses

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/315616.

2. Description
A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Faculty members have been reaching out to local business in the hopes of building partnerships. Donations from business partners are used in recognition of both student and teacher. Donations have been used in recognition of academic performance in the past. It is possible that we will use them for student achievement on the FSA.
CAT (Community Assessment Teams) have been created to work with the schools to improve communication in the community and to provide support.
Pre-Career Academy Advisory Boards are being created to support the CTE programs that have been established.

C. Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gregory, Sheila	Principal
Day, Bucky	Other
Logue, Kathy	Instructional Coach
Sealey, Rolonda	Attendance/Social Work
Lay, William	Dean
DeConcilio, Danielle	Instructional Coach
Scheloske, Amy	Assistant Principal
Hicks, Derek	Instructional Coach
Oliver, Joshua	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administrators and Deans Sheila Gregory, Amy Scheloske, William Lay, Bernadette Lane and Bucky Day- Provide a common vision for the use of data-based decision making and problem solving, ensure implementation of intervention support and documentation, and communicate with parents regarding academic or behavior plans and activities.
Program Facilitator: Kathy Logue and Christine Lipham-Thomas– Facilitates Title I progress monitoring, documentation, and reports
Reading Coach - Danielle DeConcillo - Participates in data analysis/interpretation and problem solving in the area of Literacy classes. She will also facilitate planning sessions with all ELA teachers.

Math Coach- Derek Hicks-Participates in data analysis/interpretation and problem solving in the area of Mathematics. He will also facilitate all planning sessions with Math teachers.
Science Coach - Lauren Gadd - Participates in data analysis/interpretation and problem solving in the area of Science. She will also facilitate all planning with Science teachers.
Guidance Counselors: Noel Green, Joshua Oliver - Provide counseling and knowledge of student records
ESE Facilitator: Roberta Jenkins - Participates in ESE data analysis and provides a liaison between ESE students, parents, and staff
United Way Grant Funded Social Worker- Rolonda Sealey-EWS data analysis of at risk students and strategies to decrease indicators
School Psychologist: - Participates in data analysis/interpretation and problem solving
Teachers: (All) Participate in data analysis/interpretation and problem solving, write academic referrals, and parent notification

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Academic Leadership Team and SAC give input toward the development as well as changes to the SIP as it is a living document - constantly changing. The two teams will also be responsible for monitoring the implementation of the SIP as new data is collected. The Academic Leadership Team meets weekly on WednesdaysTuesdays. The SAC meets at least 4 times per year.

Title I, Part A
Title I, Part A, funds school-wide services to Kathleen Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant
Migrant students enrolled at Kathleen Middle School will be assisted by the school and by the District Migrant Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned by the schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support for both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Kathleen Middle School are used to purchase supplemental educational materials as needed.

Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program and carried out is cooperation with the Migrant Education Program (MEP) funded through Title I Part C.

Supplemental Academic Instruction (SAI)
NA

Violence Prevention Programs
Kathleen Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
This school is not a location for a summer feeding program in the community.

Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.
Head Start
Head Start is not located on our campus.

Adult Education
Students are provided with information related to adult education options upon request.
Career and Technical Education
State funds provide a career exploration and education planning EPEP course in 7th grade social studies and in 8th grade through the guidance department

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Sheila Gregory	Principal
Kathy Logue	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Last year's school improvement plan was distributed to members to read prior to the meeting. During the SAC meeting members discussed the different sections, asked any questions and will break down the SIP and discuss and evaluate the different goals..

b. Development of this school improvement plan

The duties of the Kathleen Middle School Advisory Council (SAC) shall include: assisting with the preparation and evaluation of the School Improvement Plan, assisting with the preparation of the annual budget, and plan for and approve the expenditures of the state awarded Lottery Funds

c. Preparation of the school's annual budget and plan

A needs assessment was conducted at end of last year so the budget could be created to support the needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

The SAC committee has lost all of its community/parent members. This year we are working to increase membership including a variety of parents, students, and business partners.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Gregory, Sheila	Principal
Logue, Kathy	Teacher, K-12
Day, Bucky	Other
Sealey, Rolonda	Attendance/Social Work
Lay, William	Dean
Smoot, Lindsey	Teacher, K-12
DeConcilio, Danielle	Instructional Coach
Scheloske, Amy	Assistant Principal
Oliver, Joshua	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Reading and Writing in the Content Area has been emphasized including training for content area teachers on implementation of best practices. Highly effective learning strategies will be used to provide explicit reading and writing instruction in all subjects. We have purchased and are using research supported products to help reach every learner and challenge them.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers are provided common planning time to encourage collaborative planning. Departments will participate in a structured PLCs daily where goals will be determined by data, strategically addressed, and next steps agreed upon. PLCs will also provide a platform for team building activities. Training will be provided on best practices for peer planning.

Collaborative planning will be every Monday and Tuesday, during planning period, with an administrator and coach. Science and Math will use the 5E template and every other department will use the school wide template.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. New teachers meet monthly with the administration
2. Partnering new teachers with mentor teachers
3. Teachers are offered professional development opportunities with follow-up support based upon their needs.
4. Teachers are given support throughout the year from the instructional coaches as needed

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

1. New teachers meet monthly with administration
2. Partnering new teachers with mentor teachers. Mentors are determined based on content area and teacher performance, as well as compatibility.
3. Teachers participated in a new teacher orientation.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers are using the curriculum and materials provided by the District which have been aligned to the Florida Standards. Teachers have also been given training on how to unpack the standards and ensure that their lessons are aligned with the rigor set forth in the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

-Initial data is used to determine placement in classes. FSA and FAIR data was used to determine if a student was placed in Intensive, Regular or Advanced reading classes. The curriculum and instruction in those classes is geared to meet the specific needs of the learners. FSA was used to determine the placement of students into the correct math course. Students in intensive math are given extra time and intensive supplemental materials. Students in advanced math receive enrichment curriculum.

Progress monitoring data as well as formative and summative data is used to determine student performance and guide teachers with their instructional decisions.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 1,100

Before school Extended Learning will be provided with acceleration, remediation, and enrichment activities.

Strategy Rationale

If students are identified as struggling academically they need extra support from teachers to help them be more successful.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Logue, Kathy, kathy.logue@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student names and data will be collected and compared to FAIR, FSA and District provided progress monitoring data.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

-Incoming students
-The Middle School Guidance Counselors go to the elementary schools to meet with the 5th graders and help them with schedules and questions regarding transition to middle school
- Students and parents are offered a weekend "Meet and Greet" with a campus tour. They are invited to meet the administration, get school information and take a tour. In past years we have served a light meal following this event.

-Outgoing students
-The High School Guidance Counselors come to the middle school to meet with the 8th graders. They help them with schedules and answer questions regarding transition to the high school.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

KMS promotes academic and career planning through the guidance department. Significant times throughout the school year students are provided with the opportunity to meet and discuss academic courses that have meaningful correlation with career interests.
Through the Social Studies 8th grade course, students are provided career planning lessons facilitated by the Guidance counselors.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

The implementation of the STEAM Academy in grades 6 and 7 to help students see relevance between their academics and future decisions.
Pre-Academies have been established in the following areas: Ag, TV Production, Technology, Sports Medicine, Robotics
The SPARK IC3 will be administered to the Technology classes

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

CTE teachers are teamed with academic teams to promote cross curricular pursuits. All students are assigned to a CTE class.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To incorporate CHAMPS, schoolwide

G2.   To retain and support effective, instructional staff

G3.   Using EWS data, the number of at risk students will decrease.

G4.   To provide rigorous, engaging standards based lessons to students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. To incorporate CHAMPS, schoolwide 1a

🔑 G085044

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

- Buy in to the program

Resources Available to Help Reduce or Eliminate the Barriers 2

- Three trainers/ coaches on site

Plan to Monitor Progress Toward G1. 8

Surveys of effectiveness

Person Responsible
William Lay

Schedule
Monthly, from 8/24/2016 to 6/7/2017

Evidence of Completion
Survey results

G2. To retain and support effective, instructional staff 1a

🔑 G085045

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	36.0
FSA Mathematics Achievement	32.0
Statewide Science Assessment Achievement	35.0
Civics EOC Pass	58.0

Targeted Barriers to Achieving the Goal 3

- new teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional coaches and administration

Plan to Monitor Progress Toward G2. 8

walk thru data and surveys

Person Responsible

Sheila Gregory

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

survey results and agendas; teacher retention results

G3. Using EWS data, the number of at risk students will decrease. 1a

🔑 G085046

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	95.0
5Es Score: Parent Influence	50.0
5Es Score: School Commitment	50.0

Targeted Barriers to Achieving the Goal 3

- Poor attendance and high discipline rates

Resources Available to Help Reduce or Eliminate the Barriers 2

- United Way funded Social Worker and Behaiot Specialist to work with all stakeholders to decrease the barriers

Plan to Monitor Progress Toward G3. 8

IDEAS EWS data

Person Responsible
Rolonda Sealey

Schedule
Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion
Weekly agendas, decrease in the extreme students on the list

G4. To provide rigorous, engaging standards based lessons to students. 1a

🔑 G085047

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	38.0
Middle School Participation in EOC and Industry Certifications	56.0
Attendance rate	90.0
Discipline incidents	62.0
Teacher attendance rate	95.0

Targeted Barriers to Achieving the Goal 3

- Not understanding the depth and breadth of the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Coaches

- School based Coaches

- Florida Standards Assessment website (FSAssessments.org)

Plan to Monitor Progress Toward G4. 8

student achievement on progress monitoring, Journeys

Person Responsible
Sheila Gregory

Schedule
Daily, from 8/22/2016 to 6/9/2017

Evidence of Completion
IBTP; FAIR; EOY's FSA

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To incorporate CHAMPS, schoolwide 1

🔑 G085044

G1.B1 Buy in to the program 2

🔑 B226211

G1.B1.S1 Pre planning week will have one day devoted for entire staff training. 4

🔑 S238621

Strategy Rationale

Common language and expectations

Action Step 1 5

Administration will be trained to train the staff in CHAMPS and then train staff.

Person Responsible

William Lay

Schedule

On 8/8/2016

Evidence of Completion

Sign in sheets and deliverables

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walk thrus and reflective practices

Person Responsible

Sheila Gregory

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Journeys data, walk thru forms

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Walk thrus and reflective practices

Person Responsible

Sheila Gregory

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Journeys data, walk thru forms

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Decrease in behavior problems

Person Responsible

William Lay

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Discipline data

G2. To retain and support effective, instructional staff 1

🔑 G085045

G2.B1 new teachers 2

🔑 B226212

G2.B1.S1 new teacher mentoring program 4

🔑 S238622

Strategy Rationale

If support is given to new teachers, they will remain at the school

Action Step 1 5

monthly new teacher meetings

Person Responsible

William Lay

Schedule

Monthly, from 8/3/2016 to 6/2/2017

Evidence of Completion

sign in sheets, surveys

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

surveys will be conducted to determine the topics to be discussed at the meetings

Person Responsible

William Lay

Schedule

Monthly, from 8/31/2015 to 6/5/2017

Evidence of Completion

Survey results and follow up agendas and sign in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

surveys will be conducted quarterly to monitor effectiveness of program

Person Responsible

William Lay

Schedule

Quarterly, from 9/1/2016 to 6/2/2017

Evidence of Completion

survey results and agendas

G3. Using EWS data, the number of at risk students will decrease. 1

G085046

G3.B1 Poor attendance and high discipline rates 2

B226213

G3.B1.S1 Work with social worker and United Way social worker to provide support to parents and students so that the parents have strategies to get students to school 4

S238623

Strategy Rationale

Parents need help with their children and feel they have no support

Action Step 1 5

Work attendance plan put in place by district

Person Responsible

Sheila Gregory

Schedule

Weekly, from 8/21/2016 to 6/2/2017

Evidence of Completion

Letters sent, conference logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Weekly meeting with Leadership Teams will discuss data

> **Person Responsible**
>
> Rolonda Sealey
>
> **Schedule**
>
> Weekly, from 9/2/2016 to 6/9/2017
>
> *Evidence of Completion*
>
> Minutes from meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Weekly reports of the data

> **Person Responsible**
>
> Rolonda Sealey
>
> **Schedule**
>
> Monthly, from 9/30/2016 to 6/9/2017
>
> *Evidence of Completion*
>
> At the weekly Academic and School Based Leadership Meetings, Mrs. Sealey will present the data of our students and give synopsis of the actions taken to support the goal. Minutes of meetings will be used as the evidence.

G3.B1.S2 Implement TIGER (Time management, involved in class discussions, goals, expectations, respect/responsibility) school-wide 4

🔑 S238624

Strategy Rationale

A school wide systematic approach that everyone has buy in to

Action Step 1 5

Teachers will be teamed and share students for consistency and problem solving

Person Responsible

William Lay

Schedule

Daily, from 8/8/2016 to 6/9/2017

Evidence of Completion

Team meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

log all discipline incidences

Person Responsible

William Lay

Schedule

Daily, from 8/8/2016 to 6/9/2017

Evidence of Completion

GENESIS discipline data

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

overall climate change and decrease in referrals

Person Responsible

Sheila Gregory

Schedule

Weekly, from 8/15/2016 to 6/9/2017

Evidence of Completion

Survey results, discipline data

G4. To provide rigorous, engaging standards based lessons to students. `1`
🔑 G085047

G4.B1 Not understanding the depth and breadth of the standards `2`
🔑 B226214

G4.B1.S1 weekly common planning meetings facilitated by administration and coaches `4`
🔑 S238625

Strategy Rationale

by meeting with support staff, more deliberate practices will be put in place to provide support and understanding of standards

Action Step 1 `5`

Daily common planning sessions

Person Responsible

Sheila Gregory

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

lesson plans and unpacking sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

unpacking of standards will be completed weekly and used to develop lessons that encompass the full intent of the standards

Person Responsible

Sheila Gregory

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

lesson plans, sign in sheets, unpacking sheets

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 [7]

walk thrus will be conducted by admin to monitor fidelity and alignment of lesson plans to delivery of lessons

Person Responsible

Sheila Gregory

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Journeys data, lesson plans, unpacking forms

G4.B1.S2 PLC's to increase authentic engagement using gradual release and 5E's [4]

S238626

Strategy Rationale

if students are engaged in lessons, achievement will increase

Action Step 1 [5]

weekly PLC's targetting creating and implementing rigorous standards based lessons

Person Responsible

Sheila Gregory

Schedule

Weekly, from 8/8/2016 to 6/9/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 [6]

common lesson planning sessions and PLC's will be conducted daily by department and administration

Person Responsible

Sheila Gregory

Schedule

Daily, from 8/8/2016 to 6/9/2017

Evidence of Completion

sign in sheets, lesson plans, follow up artifacts

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

walk thru data

Person Responsible

Sheila Gregory

Schedule

Daily, from 8/15/2016 to 6/9/2017

Evidence of Completion

Journeys data, student achievement results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A308990	Administration will be trained to train the staff in CHAMPS and then train staff.	Lay, William	6/27/2016	Sign in sheets and deliverables	8/8/2016 one-time
G2.MA1 M315700	walk thru data and surveys	Gregory, Sheila	9/1/2016	survey results and agendas; teacher retention results	6/2/2017 quarterly
G2.B1.S1.MA1 M315698	surveys will be conducted quarterly to monitor effectiveness of program	Lay, William	9/1/2016	survey results and agendas	6/2/2017 quarterly
G2.B1.S1.A1 A308991	monthly new teacher meetings	Lay, William	8/3/2016	sign in sheets, surveys	6/2/2017 monthly
G3.B1.S1.A1 A308992	Work attendance plan put in place by district	Gregory, Sheila	8/21/2016	Letters sent, conference logs	6/2/2017 weekly
G2.B1.S1.MA1 M315699	surveys will be conducted to determine the topics to be discussed at the meetings	Lay, William	8/31/2015	Survey results and follow up agendas and sign in sheets	6/5/2017 monthly
G1.MA1 M315697	Surveys of effectiveness	Lay, William	8/24/2016	Survey results	6/7/2017 monthly
G3.MA1 M315705	IDEAS EWS data	Sealey, Rolonda	8/15/2016	Weekly agendas, decrease in the extreme students on the list	6/9/2017 weekly
G4.MA1 M315710	student achievement on progress monitoring, Journeys	Gregory, Sheila	8/22/2016	IBTP; FAIR; EOY's FSA	6/9/2017 daily
G1.B1.S1.MA1 M315694	Decrease in behavior problems	Lay, William	8/15/2016	Discipline data	6/9/2017 weekly
G1.B1.S1.MA1 M315695	Walk thrus and reflective practices	Gregory, Sheila	8/15/2016	Journeys data, walk thru forms	6/9/2017 daily
G1.B1.S1.MA1 M315696	Walk thrus and reflective practices	Gregory, Sheila	8/15/2016	Journeys data, walk thru forms	6/9/2017 daily
G3.B1.S1.MA1 M315701	Weekly reports of the data	Sealey, Rolonda	9/30/2016	At the weekly Academic and School Based Leadership Meetings, Mrs. Sealey will present the data of our students and give synopsis of the actions taken to support the goal. Minutes of meetings will be used as the evidence.	6/9/2017 monthly
G3.B1.S1.MA1 M315702	Weekly meeting with Leadership Teams will discuss data	Sealey, Rolonda	9/2/2016	Minutes from meetings	6/9/2017 weekly
G4.B1.S1.MA1 M315706	walk thrus will be conducted by admin to monitor fidelity and alignment of lesson plans to delivery...	Gregory, Sheila	8/15/2016	Journeys data, lesson plans, unpacking forms	6/9/2017 daily
G4.B1.S1.MA1 M315707	unpacking of standards will be completed weekly and used to develop lessons that encompass the...	Gregory, Sheila	8/8/2016	lesson plans, sign in sheets, unpacking sheets	6/9/2017 weekly
G4.B1.S1.A1 A308994	Daily common planning sessions	Gregory, Sheila	8/8/2016	lesson plans and unpacking sheets	6/9/2017 weekly
G3.B1.S2.MA1 M315703	overall climate change and decrease in referrals	Gregory, Sheila	8/15/2016	Survey results, discipline data	6/9/2017 weekly
G3.B1.S2.MA1 M315704	log all discipline incidences	Lay, William	8/8/2016	GENESIS discipline data	6/9/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.A1 🔍 A308993	Teachers will be teamed and share students for consistency and problem solving	Lay, William	8/8/2016	Team meeting minutes	6/9/2017 daily
G4.B1.S2.MA1 🔍 M315708	walk thru data	Gregory, Sheila	8/15/2016	Journeys data, student achievement results	6/9/2017 daily
G4.B1.S2.MA1 🔍 M315709	common lesson planning sessions and PLC's will be conducted daily by department and administration	Gregory, Sheila	8/8/2016	sign in sheets, lesson plans, follow up artifacts	6/9/2017 daily
G4.B1.S2.A1 🔍 A308995	weekly PLC's targetting creating and implementing rigorous standards based lessons	Gregory, Sheila	8/8/2016		6/9/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To incorporate CHAMPS, schoolwide

G1.B1 Buy in to the program

G1.B1.S1 Pre planning week will have one day devoted for entire staff training.

PD Opportunity 1

Administration will be trained to train the staff in CHAMPS and then train staff.

Facilitator

Noel Green and William Lay

Participants

Entire instructional staff

Schedule

On 8/8/2016

G2. To retain and support effective, instructional staff

G2.B1 new teachers

G2.B1.S1 new teacher mentoring program

PD Opportunity 1

monthly new teacher meetings

Facilitator

Billy Lay , Derek Hicks, and Danielle DeConcillo

Participants

new teachers or struggling teachers

Schedule

Monthly, from 8/3/2016 to 6/2/2017

G4. To provide rigorous, engaging standards based lessons to students.

G4.B1 Not understanding the depth and breadth of the standards

G4.B1.S1 weekly common planning meetings facilitated by administration and coaches

PD Opportunity 1

Daily common planning sessions

Facilitator

Danielle DeConcilio, Derek Hicks, Lauren Gadd, Sheila Gregory

Participants

instructional staff

Schedule

Weekly, from 8/8/2016 to 6/9/2017

G4.B1.S2 PLC's to increase authentic engagement using gradual release and 5E's

PD Opportunity 1

weekly PLC's targetting creating and implementing rigorous standards based lessons

Facilitator

Derek Hicks, Danielle DeConcilio, Lauren Gadd, and Sheila Gregory

Participants

instructional staff

Schedule

Weekly, from 8/8/2016 to 6/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Administration will be trained to train the staff in CHAMPS and then train staff.	$0.00
2	G2.B1.S1.A1	monthly new teacher meetings	$0.00
3	G3.B1.S1.A1	Work attendance plan put in place by district	$0.00
4	G3.B1.S2.A1	Teachers will be teamed and share students for consistency and problem solving	$0.00
5	G4.B1.S1.A1	Daily common planning sessions	$0.00
6	G4.B1.S2.A1	weekly PLC's targetting creating and implementing rigorous standards based lessons	$0.00
		Total:	$0.00